COURSE INTRODUCTION:

Social/Emotional Development

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences

PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

SUGGESTED UNIT TIMELINE: 7 Lessons (grades 9-12) **CLASS PERIOD (min.):** 30 – 45 minutes each

ESSENTIAL QUESTIONS:

1. Why is it important to embrace diversity?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
	,	GLEs/CLEs	PS	ccss	OTHER ASCA	DOK
The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.		SE.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. SE.2.B.09: Explore cultural identity and world views within the community. SE.2.C.09:		W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 SL9-10.1 L.9-10.2 L.9-10.3 L.9-10.5	SE	Level 2 Level 2
		Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.				

	SE.2.A.10:	Level 3
	Practice	
	interpersonal	
	skills in order to	
	help maintain	
	quality	
	relationships.	
	SE.2.B.10:	Level 3
	Promote	
	acceptance and	
	respect for	
	cultural	
	differences	
	within the global	
	community.	
	SE.2.C.10: Self-	Level 3
	assess personal	
	problem-solving	
	and conflict-	
	resolution skills	
	to enhance	
	relationships with	
	others.	
	SE.2.A.11:	Level 3
	Apply	
	interpersonal	
	skills needed to	
	maintain quality	
	relationships.	
		Level 4
	SE.2.B.11:	
	Exhibit respect	
	for different	
	cultures and	
	points of view.	

	SE.2.C.11: Accept personal responsibility in conflict situations.			Level 4
	SE.2.A.12: Exhibit the interpersonal skills to maintain quality			Level 4
	relationships. SE.2.B.12 Advocate respect for individuals and groups.			Level 4
	SE.2.C.12: Utilize and accept personal responsibility in relationships with others.			Level 4
2. The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.	SE.2.A.09 SE.2.B.09 SE.2.C.09 SE.2.A.10. SE.2.B.10 SE.2.C.11 SE.2.B.11 SE.2.C.11 SE.2.A.12 SE.2.B.12 SE.2.B.12 SE.2.B.12	W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	SE	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

East one action he/she can take to improve SE_2.B.09 SI_9-10.1 Level 2 Level 3 SE_2.C.10 L.9-10.2 Level 3 SE_2.A.11 Level 4 Level 4 Level 4 SE_2.B.12 SE_2.C.12 SE_2.C.12 SE_2.C.12 SE_2.C.12 SE_2.C.13 SE_2.A.10 Level 3 SE_2.A.11 Level 4 SE_2.A.11 Level 4 SE_2.A.11 Level 3 SE_2.A.11 Level 4	3. The student will write a journal entry identifying a	SE.2.A.09	W.9-10.2 SE	Level 2
Communication in one of his/her relationships. SE_2C.09				
SE2.A.10				
SE.2.B.10	communication in one of mis/her relationships.			
SE.2.C.10				
SE 2.A.11				
SE_2.B.11				
SE_2.C.11				
SE.2.A.12 SE.2.B.12 SE.2.C.12 SE.2.B.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.10 SE.2.C.10 SE.2.C.10 SE.2.C.10 SE.2.C.10 SE.2.C.10 SE.2.C.10 SE.2.C.10 SE.2.C.11 SE.2.B.11 SE.2.B.11 SE.2.B.11 SE.2.B.12 SE.2.C.12 SE.2.C.10 SE.2.C.10 SE.2.C.11 SE.2.C.11 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.12 SE.2.C.13 SE.2.C.14 SE.2.C.15 SE.2.C.15 SE.2.C.16 SE.2.C.16 SE.2.C.17 SE.2.C.16 SE.2.C.17 SE.2.C.17 SE.2.C.17 SE.2.C.18 SE.2.C.19 SE.2.C.19 SE.2.C.11 SE.2.C.12 SE.2			L.9-10.0	
SE2.B.12 SE2.C.12 SE2.C.12 SE2.C.12 SE2.C.12				
SE_2.C.12				
A. The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings. SE.2A.09 SE.2B.09 SL.9-10.1 Level 2 Level 3 SE.2C.09 SE.2B.10 L.9-10.2 Level 3 SE.2C.10 L.9-10.3 Level 3 SE.2C.10 SE.2B.10 SE.2B.11 L.9-10.5 Level 3 SE.2B.11 SE.2B.11 SE.2B.12 SE.2B.12 SE.2B.12 SE.2B.12 SE.2B.12 SE.2C.12 SE.2B.12 SE.2B.12 SE.2B.13 SE.2C.12 SE.2B.14 SE.2B.15 SE.2C.12 SE.2B.16 SE.2B.16 SE.2B.16 SE.2B.17 SE.2B.19 SE.2B.19 SE.2B.19 SE.2B.19 SE.2B.10 SE.2B.11 SE.2B.12 SE.2B.11 SE.2B.12 SE.2B.11 SE.2B.12 SE				Level 4
one feeling and two thoughts about sereotypical sayings. SE_2.B_09	4. The student will write a journal entry including at least		W 0 10 2 SE	Lovel 2
SE.2.C.09 L.9-10.1 Level 3 SE.2.A.10 L.9-10.3 Level 3 SE.2.B.10 SE.2.A.11 L.9-10.3 Level 3 SE.2.A.11 L.9-10.5 Level 3 SE.2.A.11 L.9-10.5 Level 3 SE.2.B.11 L.9-10.6 Level 4 SE.2.A.12 Level 4 Le				
SE2.A.10 L.9-10.2 Level 3 Level 4 Level 5 Level 6 Le	one reening and two thoughts about stereotypical sayings.			
SE.2.B.10 L.9-10.3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 5 Level 6 L				
SE.2.C.10				
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SE.2.B.11 SE.2.C.11 SE.2.C.12 SE.2.B.12 SE.2.B.12 SE.2.C.12				
SE.2.C.11 SE.2.A.12 SE.2.B.12 SE.2.B.12 SE.2.C.12 5. The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet. SE.2.C.09 SE.11-12.1 Level 2 Level 3 SE.2.B.10 L.11-12.3 Level 3 SE.2.B.10 L.11-12.5 Level 3 SE.2.B.10 SE.2.B.11 SE.2.B.11 SE.2.B.11 SE.2.B.11 SE.2.B.11 SE.2.B.11 SE.2.B.11 SE.2.B.12 SE.2.C.12 SE.2.C.13 SE.2.C.14 SE.2.C.15 SE.2.C.1				
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5. The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet. SE.2.A.09 SL.11-12.1 Level 2 on the "Negotiating Skills Components" worksheet. SE.2.C.09 L.11-12.2 Level 3 SE.2.A.10 SE.2.B.10 L.11-12.5 Level 3 SE.2.A.11 SE.2.A.11 Level 3 SE.2.B.11 SE.2.B.11 Level 4 SE.2.A.12 SE.2.A.12 Level 4 SE.2.B.12. SE.2.B.12. Level 4 SE.2.B.12. SE.2.B.12. SE.2.B.12. Skill in a role play situation. SE.2.A.09 W.11-12.3 SE Level 2 SE.2.B.09 SE.1.1-12.1 Level 2 Level 3				Level 4
SE.2.B.09	5 The student will make note of the 9 negotiating skills		SI 11-12 1 SE	Level 2
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SE.2.B.12. Level 4				
SE.2.C.12. SE.2.C.12.				
6. The student will demonstrate at least one negotiating skill in a role play situation. SE.2.A.09 SE.2.B.09 SE.2.B.09 SE.2.C.09 SE.11-12.1 Level 2 SE.2.C.09 L.11-12.1 Level 3				Level 4
skill in a role play situation. SE.2.B.09 SL.11-12.1 Level 2 SE.2.C.09 L.11-12.1 Level 3	6 The student will demonstrate at least one negotiating		W 11-12 3 SF	Level 2
SE.2.C.09 L.11-12.1 Level 3				
	Skill in a foto play situation.			
		SE.2.A.10	L.11-12.1 L.11-12.2	Level 3

	SE.2.B.10	L.11-12.3	1	Level 3
	SE.2.C.10	L.11-12.5	1	Level 3
	SE.2.A.11		1	Level 3
	SE.2.B.11		1	Level 4
	SE.2.C.11		1	Level 4
	SE.2.A.12		1	Level 4
	SE.2.B.12		1	Level 4
	SE.2.C.12			
7. The student will complete a reflection form following	SE.2.A.09	W.11-12.1	SE	Level 2
the performers and speakers answering the following: I	SE.2.B.09	W.11-12.2	1	Level 2
learned that; I wish I; I want to; In	SE.2.C.09	W.11-12.3	1	Level 3
order to learn more about the cultural traditions I will	SE.2.A.10	W.11-12.4	1	Level 3
	SE.2.B.10	W.11-12.10	1	Level 3
	SE.2.C.10	SL.11-12.1	1	Level 3
	SE.2.A.11	L.11-12.1	1	Level 3
	SE.2.B.11	L.11-12.2	1	Level 4
	SE.2.C.11	L.11-12.3	1	Level 4
	SE.2.A.12	L.11-12.4	1	Level 4
	SE.2.B.12	L.11-12.5	1	Level 4
	SE.2.C.12	L.11-12.6		
8. The student will complete the following reflection	SE.2.A.09	W.11-12.3	SE	Level 2
regarding the discussion about student relationships &	SE.2.B.09	SL.11-12.1	1	Level 2
conflicts: What did I learn about myself during this	SE.2.C.09	L.11-12.1	1	Level 3
activity? Which of the alternatives for solving conflicts	SE.2.A.10	L.11-12.2	1	Level 3
would I like to try more often?	SE.2.B.10	L.11-12.5	1	Level 3
	SE.2.C.10		1	Level 3
	SE.2.A.11		1	Level 3
	SE.2.B.11		1	Level 4
	SE.2.C.11		1	Level 4
	SE.2.A.12		1	Level 4
	SE.2.B.12		1	Level 4
	SE.2.C.12			
ASSESSMENT DESCRIPTIONS*:				
Students will research their racial identity/heritage and write a short essay,		l will present this info	rmation to their	r peers.
Obj. # INSTRUCTIONAL STRATEGIES (research-based): (Teacher Metho	ods)			
W. Di				
_X Direct				
X Indirect				
X Experiential				
X Independent study				

	X Interactive Instruction	on					
1 2 3 4 5 6 7 8	10 th Grade: Lesson 10 th Grade: Lesson 11 th Grade: Lesson 11 th Grade: Lesson	 Bursting Stereotypes Listening Exercise Origins: A simple word ga Using Negotiation to Settle 	ame (for use in human relations e Difficulties	trainings)			
Obj. #	INSTRUCTIONAL ACTIVITIES	(What Students Do)					
1 2 3 4 5 6 7 8	See Lessons: 9 th Grade: Lesson 1 - The Clique 9 th Grade: Lesson 2 - Bursting Stereotypes 10 th Grade: Lesson 3 - Listening Exercise 10 th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11 th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11 th Grade: Lesson 6 - Diversity Day 12 th Grade: Lesson 7 - Managing Conflicts						
	Direct: Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast Didactic Questions X Demonstrations Ls 5, 6 X Guided & Shared - reading, listening, viewing, thinking Ls 4	Indirect:X Problem Solving Ls 5, 6, 7 Case Studies Reading for Meaning InquiryX Reflective Discussion Ls 2, 4X Writing to Inform Ls 8 Concept Formation Concept Mapping Concept Attainment Cloze Procedure	Experiential: Field Trips Narratives Conducting Experiments X_ Simulations Ls 1,3 X_ Games Ls 4 Storytelling Focused Imaging Field Observations X_ Role-playing Ls 5 Model Building Surveys	Independent Study Essays Computer Assisted Instruction X Journals Ls 1, 2, 3, 4 Learning Logs Reports Learning Activity Packages Correspondence Lessons Learning Contracts Homework X Research Projects Ls 8 Assigned Questions Learning Centers	Interactive Instruction Debates X Role Playing Ls 5 Panels Brainstorming X Peer Partner Learning Ls 3 X Discussion Ls 3, 4, 5, 6, 7 Laboratory Groups Think, Pair, Share Cooperative Learning Jigsaw X Problem Solving Ls 5, 6, 7 Structured Controversy Tutorial Groups Interviewing Conferencing		

Grade Level/Course Title: Gr 9-12 / SE2-Gr9-12-Unit 1 Course Code: Social/Emotional Development

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/